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ABSTRACT

The Hispanic Urban Center In-Service Program was a 15-week course of study designed to provide teachers, educational specialists, and administrators with a view into the conditions and social pressures facing the Mexican American child in this society. The ultimate objective was to change attitudes and behavior toward Mexican Americans by using three basic strands (history, education, and literature) to bring participants into contact with the history, culture, and current thoughts of Chicanos. The course was voluntary and could be taken for college credit or salary points. Course outcomes ranging over beliefs, effects, knowledge, and behavior were evaluated by the participants, by teachers not participating in the program, and by Chicanos in a separate teacher training program. Evaluation instruments were the Chicano Awareness Scale (CAS), 19-item Likert scale, an objective content-based test, and a simulation instrument (the In-Basket for Teachers of Chicanos). The CAS was given on a pre- and posttest basis. Results were separated into: (1) a description of results on the CAS by sex, age, grade, Spanish language fluency, and ethnicity; (2) between-group comparisons as well as pre-post participant group comparisons; and (3) accomplishments in the area of materials development. The recommendations, based on the data analysis, were given for three categories: (1) professional standards, (2) school policy, and (3) curriculum. (NQ)

THE MEXICAN-AMERICAN CHILD EVALUATION REPORT 1973-1974

ED 097169

BY

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THE HISPANIC URBAN CENTER IN-SERVICE PROGRAM
AN EVALUATION REPORT

by

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INTRODUCTION

Teachers are an important part of a child's school environment, perhaps the most important part. Schools could probably get along without buildings, equipment, and materials. They could not get along without teachers or teacher surrogates.

Teachers are also the most expensive part of a child's educational environment. Examination of school budgets will show that the largest proportion of the budget goes to teacher salaries. This proportion is getting increasingly large.

It is not surprising then that much effort in educational research has been expended in attempts to study relationships between teachers and students. Most recently, the effect of teacher expectations on pupil achievement has been a primary focus of research. The landmark study was by Rosenthal and Jacobson (1968). They hypothesized that if teachers were led to believe that randomly selected pupils were ready to "bloom" academically, then these pupils would show more intellectual growth than the "non-bloomers". They manipulated teacher expectations by giving false test information about their pupil's abilities, then measured the effect of the manipulation by administering standardized tests of ability at the end of the year. The results were mixed. The hypothesis was only modestly supported.

The Rosenthal and Jacobson study initiated a great deal of debate. Reviewers found it to be methodologically weak. Others thought it was over-interpreted. Still others felt it to be inadequate in identifying the teacher behaviors that produce the effects. The debate was hot and continuous. In addition to debates, there were several attempts at replication. Some succeeded, but most of them failed.

Four years after Rosenthal and Jacobson reported their work, Finn attempted to synthesize the results of the flurry of activity and debate (1972). He concluded that "the lack of significant differences for the higher grades in the Pygmalion study, and of any differences in the majority of replication studies, do not necessarily refute the functioning of expectations (p.389)." Finn went on to cite evidence that the child's entire environment sets up expectations for his educational achievement. Parents, siblings, peers, and teachers all react to the child as though their expectations were correct. The child internalizes these expectations as part of his whole system of self-expectations. Whenever the expectations are for failure, they tend to promote failure. Whenever they are for success, they tend to promote success. Finn represents this in a figure. The figure is copied as Figure 1. It is our contention that Figure 1 is consistent with existing data, that the influence of teacher expectations on pupil achievement is direct, and that this influence can be both beneficial and detrimental.

Having noted briefly the influence of teacher expectations on pupil achievement, let us look for a moment at what is happening to Mexican American children in school. The Chicano child continues to have the highest dropout rate of any single ethnic group (Civil Rights Report, 1971). He also is found in the lowest academic tracks in the school (Carter, 1970). The Chicano child (along with the Black) is more likely to be found in classes for retarded children than the Anglo child (Mercer, 1972). The achievement level for the average 25 year old Chicano in California is 8.6 (Carter, 1970). The Chicano student is overrepresented in special programs, overage in school, retained more often and has the most reading difficulties (Civil Rights Report, 1971). It appears that the pattern will not change in the immediate future (Civil Rights Report, 1974).

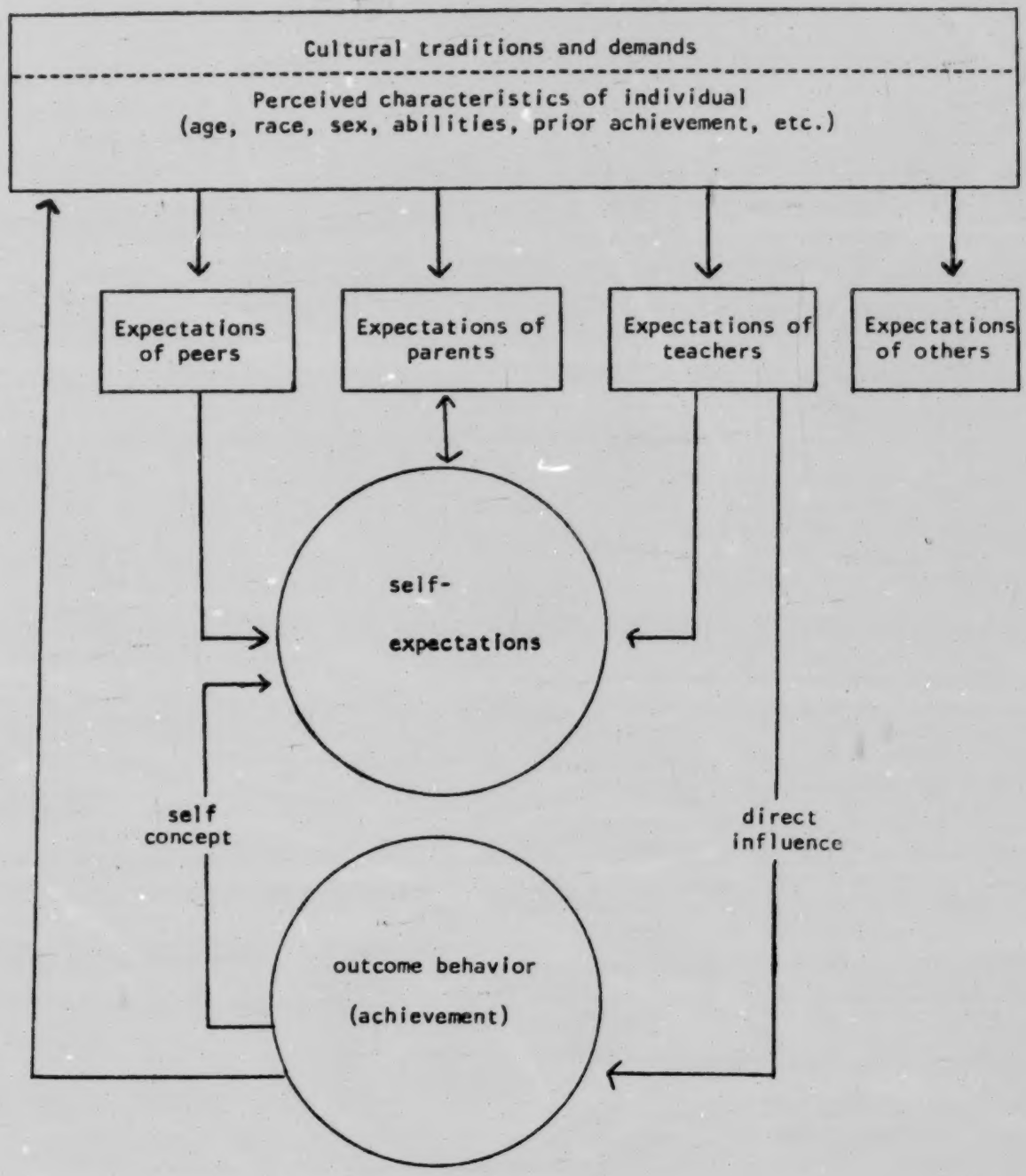

Figure 1: Network of expectations (copied from Finn, p.395, 1972)

METHODS AND PROCEDURES

THE INSTRUCTIONAL PROGRAM

Overview

The program was a course of study 15 weeks in length, three hours per week. It was originally designed by Professor Luis Felipe Hernandez and revised by the Deans and the instructional staff. The course addressed itself to six major areas: (1) the identity of the Mexican American child with emphasis on the family, the community, the culture and the language; (2) the history of the Mexican American; (3) the Mexican American in today's society, focusing on his political and economic experience; (4) ways to improve the education of the Mexican American child; (5) the role of the teacher in the creation of a successful and emotionally stable student; and (6) the thoughts and ideas of the Chicano people.

The course was offered in the Fall of 1973 and again in the Spring of 1974.

The course content was delivered through a variety of learning activities. These included lectures by course instructors and visiting resource persons, group discussions, field trips, audio-visual presentations, and readings. The course included a basic core of textbooks plus especially selected articles. The textbooks used were:

Acuña, Rudolfo. Occupied America.

Carter, Thomas. The Mexican American in the Schools; A History of Educational Neglect.

Anaya, Rodolfo. Bless Me, Ultima--El Espejo; Quinto Sol.

The participants had a choice of either taking the course for salary points credit or for college credit offered through Occidental College.

The instructional program is designed to provide the participants with a view into the conditions and the social pressures facing the Mexican American child in this society with the ultimate objective of changing participants' attitudes and behavior toward Mexican Americans. We turn now to a detailed description of program content.

Content

History. The history strand provided the teacher with a Chicano view of history. The purpose of this strand was to present the other side of a history that has continually ignored the Chicanos and other minorities. The study of history was viewed as a vehicle to understanding the conditions that have molded the Chicano experience and the Anglo's view of this group. Emphasis was placed on events that have had a strong influence in dividing both groups.

Participants were given a brief glimpse into the history of Mexico with a very strong emphasis on the period from 1820 to present. They were shown how events have been distorted and misrepresented and how the role of the Mexican American has been ignored. The role of Government and its attitude towards the Chicano were discussed and analyzed as being something that has omitted the Mexican American, ignoring his needs and trampling on his dignity through neglect, distortion, and outright violence.

The program also addressed itself to helping the participant evaluate the historical and cultural materials she uses in her classroom. There was an attempt to objectively look at the distortion, the omission and the stereotyping of the Mexican American. For example, a textbook that presents the Mexican in a very negative light (Learning about Latin America) was examined. This textbook is used in the sixth grade. The Spaniard is portrayed

as greedy, arrogant, and an exploiter. Since Mexican American children view themselves as having Spanish blood, and in fact, are very proud of their Spanish heritage, the conflict between the way their ancestors are presented, and the attempt to develop a positive self image is great.

In summary, it is the objective of our approach to history to present the other side of the picture in order to correct the teacher's view of history and to help the teacher better understand how events have created conditions which must not be allowed to continue.

Education. The educational strand addressed itself to reviewing the school's practices and how these practices have been detrimental to the Mexican American child. The textbook used was A History of Educational Neglect: The Mexican American by Thomas Carter.

The program concentrated on the topics of tracking, testing, teacher's role (expectation level), and language. The program placed particular emphasis on teacher expectations and the self-fulfilling prophecy. Through discussions, articles, resource people, films, field trips and reports, the participants were made aware of their role in contributing to success or failure in the schools. The practice of tracking and its implications to the Mexican American child were analyzed and discussed. Questions like the following were asked: Does the practice of tracking assure success? Is tracking a form of segregation? Is tracking in keeping with sound pedagogy?

Other questions dealt with the Mexican American student. What are the problems he encounters in school? What are the internal problems of the barrio? Do the authorities characterize these problems as being caused by forces over which they have no control? The Mexican American child's performance and his own view of his group were discussed, analyzed and

practical approaches to the problems were sought out. Allport (1958) discusses at length the effects of prejudice on a group. His theory of self-hate and Maslow's (1972) notion of peer group influence are part of the approach used to seek answers for such questions as: What is a T. J.? Why do the children hate those who come from Mexico? Then too, the question of why the children reject their own language was discussed. The total direction of the educational strand was to bring an awareness to the participants of the specific needs of the Chicano child and all other children and their role in perpetuating those negative behavior patterns that seemingly are due to influences from outside the school. It was important for the participants to read the current literature on their influence on the child and especially how they affect the learner.

The environment and the life style in the barrio was presented as a vehicle for bringing the participant to a higher degree of awareness of the conditions that impede education as it is presently conducted, but that can be assets if properly used. What does the community offer the teacher as materials to prepare her lessons? How can she utilize the experience of the children in her reading program? What characteristics does the child's environment offer that are different from the one provided in the school setting? What are the merits of bilingual education? What does research say about bilingual education? How do educators view bilingual education (Kobrick, 1972)?

The program has among its objectives not only to present and discuss those practices that have impeded education for the Chicano child, but also to seek out new and current literature that reflects the trends in education. This is made possible by having the participants use the Center's library, read articles provided by the instructors, interact with resource people brought to the Center, and re-evaluate the educational process in the light

of the new information.

Literature. The program used Chicano literature to bring a greater awareness of the Chicano experience. The approach invited the participants to participate in an analysis of the philosophy, history and the molding of the characters as they appear in Bless Me, Ultima. It was through the vehicle of the creative arts that the participant was taken through a study of those social pressures which appear so insignificant to the majority culture but which are so negative to the Chicano population.

The novel provided insights into the inner workings of a Chicano family in a rural town in New Mexico. It presented the reader with a view of the Chicano family, its dreams, hopes, problems and especially the children's experience in the school and the Church. It presented the ever-present conflict between the old ways and the new ways.

Literature was also used to bring the teacher's attention to the fact that the Chicano can create fine literary works of art when given the opportunity. The creative genius provided the readers with the pulse and emotions of a people going through a variety of situations that mold their character and their value system.

To round out the section in literature a second textbook, El Espejo, was used. It is an anthology of writings by Chicano writers. Here again the purpose was to provide the participant with a deeper insight into the Chicano experience. The use of the novel and the anthology provided the participant with a variety of writings that presented different points of view, all written by Chicanos.

In summary, literature served as a bridge to those intimate experiences that are captured in the writings of the group. It brought the participant into intimate contact with those events and social conditions which reflect

the suffering and the needs of this particular group.

Summary. The three basic content strands of the course were designed to bring a greater understanding of the Chicano experience. Recognizing the fact that the universities and the colleges do not require a study of the Chicano and other minorities, it was necessary to design and provide a program that would bring the participant into contact with the history, the culture, and the current thoughts of the Chicano people.

Activities

Lectures. A primary activity was class sessions involving lectures and discussions led by the resident instructional staff. The resident staff is composed of eight full-time instructors. All the staff members come from the barrio, have received full university education and have public school teaching experience. Their backgrounds have prepared them uniquely to provide insight into the Chicano experience.

Field Trips. The participants were encouraged to visit their student's homes and to shop in the area to understand and experience the environment. Field trips were used to provide the participant with an understanding of the uniqueness of the barrio and its resources. Areas of particular interest were the local shopping centers, art galleries (Goetz) and the local parks.

Films. Films were used to supplement and strengthen the teaching of the course. Films such as Cultural Conflict in the Traditional Classroom by Juan Aragon, and Sweatshops in the Fields were used.

Consultants. Consultants were utilized to bring special expertise to the course. Some of these consultants were: Dr. Rudolfo Acuña, author, historian, and college professor at California State University at Northridge

(C.S.U.N.); Professor Resendez from C.S.U.N. provided expertise on current materials and the barrio; Mr. Carlos Martinez, linguist at California State University at Los Angeles (C.S.U.L.A.), provided valuable information on the needs and language problems of the Mexican American student; Mrs. Carmen Salazar, Bilingual Coordinator for Los Angeles Unified School District, provided valuable information on bilingual education and its implementation in the classroom; Mr. Dennis Mangers spoke to the participants on migrant education and the Chicano child--reading difficulties, school practices and approaches to alleviating the problem.

The purpose of inviting these and other consultants was to provide an in-depth program that addressed itself to those areas where the resident instructors felt the class needed additional input.

SAMPLE

The program participants were all teachers, educational specialists, or administrators from schools with a significant number of Spanish surnamed students. A breakdown of the sample by sex, age, school assignment, ethnic group, and Spanish language proficiency is given in Table 1.

INSTRUMENTATION

Theory

The measurement strategy underlying the instrumentation described here is based on a systematic view of relations among attitudes, beliefs, knowledge, and behavior. An attitude is defined as "a relatively enduring organization of beliefs around an object predisposing one to respond in some preferential manner (Rokeach, 1968)". Let us examine the definition by inquiring about the meanings of the component terms.

Beliefs. Beliefs are defined as underlying states of expectancy. To say that one believes something about an object means simply that whenever one encounters the object, he expects that it will conform in its behavior or organization consistent with his previous experiences with it. Thus we take the literature on teacher expectations to refer simply to a special subset of beliefs within the teachers' total belief system.

Beliefs are considered to have three components--affective, cognitive, and behavioral. The affective component refers to the feelings associated with every belief. The cognitive component refers to the corpus of information which a person uses to give a rationale for any of his beliefs. This corpus is based on the person's experience and is accepted by him as fact. The behavioral component is the predictable behavioral tendency associated with a belief. This is a way of saying that persons act out what they believe.

TABLE 1

Demographic Data for Participant Group

Variable	Fall Semester 1973	Spring Semester 1974
Sex:		
Male	169	89
Female	549	470
Age:		
20-29	212	204
30-39	206	174
40-49	163	120
50-59	113	55
60+	13	2
No Response	11	6
School Assignment:		
Kindergarden	85	18
First	72	68
Second	64	67
Third	59	41
Fourth	56	62
Fifth	40	35
Sixth	41	39
Special Teachers	300	41
Administrators		54
Ethnic Group:		
Chicano	40	24
Black	59	104
Oriental	47	37
American Indian	4	4
No Minority	472	328
Other	96	33
Spanish Language Proficiency:*		
0	201	160
1	70	61
2	63	37
3	248	189
4	24	21
5	22	14
6	36	48
7	11	9
8	9	1
9	34	21

*Higher scores indicate higher proficiency. Scores are based on a self-rating scale.

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Relatively Enduring. To be considered important for attitudes, beliefs must exhibit stability over time. Any belief which is transitory is not considered part of an attitude.

Organization. Beliefs are considered to be coherent structures organized around an object along several dimensions. One of these is the central peripheral dimension. At one end of the continuum is a central belief, a belief which is so integrally connected with other beliefs that if it is refuted, the whole related belief structure crumbles and undergoes reorganization. At the other end of the continuum is the peripheral belief, a belief which, if refuted, has no effect at all upon the rest of the belief structure. Between these two extremes lies the whole population of one's beliefs.

A second organizational dimension is the differentiation-undifferentiation dimension. A differentiated belief is one which incorporates the object in all its richness and detail. An undifferentiated belief is one which blurs distinctions and detail. (The stereotype is an example of an undifferentiated belief).

A third organizational dimension is the unity-isolation dimension. A belief system in which beliefs are all in contact with one another is a unified system. A belief system in which belief structures are compartmentalized and isolated from one another is a system characterized by isolation. (A well-known example of such compartmentalization is the scientist who keeps his scientific beliefs isolated from his religious beliefs). The result of isolation is the ability to hold on to mutually-contradictory beliefs without suffering cognitive discomfort.

Behavioral Predisposition. The result of a belief is to behave toward an object in a manner consistent with one's beliefs about it. Healthy people do what they truly believe. Failure to do this is symptomatic of psychological dysfunction.

Summary. Attitudes are seen as organized belief structures. Beliefs are expectancies which develop out of perceived regularities in the world. They carry an affective loading. They predispose one to act toward objects in a manner consistent with these expectancies.

Given this theoretical outlook and assuming that course outcomes range over beliefs, affect, knowledge, and behavior, it was believed important to define evaluation measures responsive to each area. In our plan, the Chicano Awareness Scale (CAS) is responsive to the area of beliefs and attitudes, a two-item free response scale and a 19-item Likert scale get at the area of affect, an objective content-based test is responsive to the area of knowledge, and a simulation instrument called the In-Basket for Teachers of Chicanos is responsive to the area of behavior. Each of these instruments will be discussed in detail.

Chicano Awareness Scale

The Chicano Awareness Scale (CAS) is a straight-forward examination of beliefs relevant to the content of the course of instruction. The instrument is modeled after the Dogmatism Scale (1960) of Rokeach and the Inventory of Beliefs of Stern, Stein, and Bloom (1956). Each item is a statement to which the subject responds on a five-point scale running from strongly agree to strongly disagree.

Development. Selected course texts were examined for statements that were judged to be pivotal in the life of the Chicano with particular reference to his history and his educational experience. Each statement was written in textbook language on a separate card, then transformed into a statement which had the following characteristics: (1) it was reasonably short, (2) the meaning was clear, (3) it did not require historical knowledge as a prerequisite for response.

The items written in this manner were collated and given to Hispanic Urban Center (HUC) staff for critique. The staff was asked to read for two characteristics: (1) importance of content and (2) clarity and accuracy of expression. Items were modified consistent with the critique.

The scoring for each item was based on assumptions about how the Chicano would probably respond. Each item was keyed in terms of degree of agreement with this hypothetical Chicano response. The key was validated with a group of Chicano students at California State University at Northridge. Results of the validity study are reported later.

The Scale was tried out with three different populations: (1) a population of teachers not receiving the HUC program, (2) a population of teachers receiving the HUC program, and (3) a population of Chicanos in a teacher training program. Responses of these groups were subjected to item analysis. On the basis of this analysis, some items were eliminated, some rewritten and some new items added. Refinement of the Scale has continued after each administration.

Reliability. Reliability of the Scale was estimated using item-test correlations, a method equivalent to the K-R 20 (Bowers, 1971). Over five administrations, the lowest reliability coefficient was .86, the highest .91. Because the test was primarily designed to make inferences about group differences, the reliability exhibited was judged satisfactory.

Validity. The Scale is judged to be content valid because items were based on statements judged to be of central importance in the course of study.

An attempt was made to validate the scoring criterion. This was done by administering the Scale to a sample of Chicano students registered in the Operation Chicano Teacher program at California State University, Northridge. The expectation was that, if the items are keyed correctly, the highest mean item scores would be received by the Chicano students, the next highest by teachers who received the course, and the lowest by teachers who did not receive the course. This expectation was sustained on 36 out of 40 items. On two of the four deviant items, the teachers not taking the course received higher scores than teachers taking the course. Chicanos scored highest. On the other two deviant items, teachers taking the course scored higher than Chicanos but both of these groups were higher than teachers not taking the course. These deviant items have since been rewritten in order to make them more discriminating. In brief, the results of the validity analysis confirm generally the appropriateness of the scoring key.

Factor Structure. In order to aid the reader in understanding the content of the Scale, results of a factor analysis are reported. The factor accounting for the greatest amount of test variance contained 15 items. The items all dealt with beliefs about the relationship of the Chicano to U.S. institutions. A second factor contained four items. Each item dealt with beliefs about achievement motivation within Chicano culture. A third factor, containing five items, dealt with beliefs about Chicano activism. A fourth factor containing two items, assessed beliefs about effects of environment on school success. A fifth factor also containing two items dealt with beliefs about bilingual-bicultural education. A final factor examined beliefs of the Anglo about himself in his relationships with the Chicano. This factor contained a total of seven items.

Continuing Work. The CAS in its present form is a good measuring instrument. Its reliability and validity are good. It discriminates appropriately between groups. Its primary weakness is its lack of comprehensiveness. In the coming year, one of our aims will be to add items to fill certain lucanae while at the same time protecting its psychometric quality.

Content Test

The theoretical model underlying the evaluation plan suggests that in addition to beliefs, we should examine the knowledge base underlying and supporting the beliefs. This we attempted to do by constructing a 45-item four-choice multiple-choice test. This test contains three content strata: (1) history, (2) family and culture, and (3) education. Each stratum contains 15 items.

Development. All the items were written by HUC instructional staff. In a manner similar to the development of the CAS, staff members selected from three course texts facts and principles that in their judgement every course participant ought to know. They were guided in this task by the outcomes listed in the course syllabus. Each item was critiqued by two staff members prior to delivery of the final set to the project evaluator. They were critiqued again by him before being incorporated into a final version of the test.

Tryout. The content test was used for the first time in the Spring semester post-test. Its reliability was .78. Content validity and objectivity is judged to be good. Comprehensiveness is judged to be poor.

Continuing Work. Any new test suffers numerous technical deficiencies. This is true of the content test especially with respect to reliability. Our plan for improving the test is to subject the present items to difficulty and discrimination analysis. Poor items will be rewritten or eliminated.

More importantly, a strong effort will be made to increase the item pool to a total of between 300-500 items. This will be directed by use of

a content by skills matrix. Our goal is to build an improved version of the test that will have the qualities of reliability, validity, objectivity, comprehensiveness, and balance.

Teacher's In-Basket

The theoretical model underlying the evaluation plan suggests that behavior is partly a function of one's expectancies (beliefs). It is therefore reasonable to examine behavior and its relation to knowledge and beliefs. The behavior of particular interest in this program is the behavior of teachers in classrooms. So far, it has been difficult to gather data on the classroom behavior of teachers who have taken the HUC program. We therefore decided to simulate this behavior. The simulation is called the In-Basket for Teachers of Chicanos.

The report on the In-Basket is included here not because it was used for data collection this year, but because it was partly developed under this year's funding. It will be used for evaluation purposes in the coming year.

Background. Among the first to use the In-Basket as a research tool were Frederiksen and Hemphill (1957). The success which these investigators experienced in studying inquiry processes of administrators encouraged Shulman to develop the technique for use in studying these same processes in teachers and teacher candidates (1963). The In-Basket developed by Shulman consists of a complete set of current and past records for a fictitious class of sixth graders. Materials include memoranda, telephone messages, tasks and lists to be completed, test scores, schedules, cumulative records, sociograms, etc.

The examinee interacting with these materials is given a role-playing set. She is to "be" the teacher of a given class. It is December. The class has been under a series of substitutes. She is the one designated to take the class full-time. It is teacher's record day so no children are present. This is her opportunity to get acquainted with her children and

to get a start on some work that has piled up in her in-basket. She should use the time given to do as much work as she can.

Built into the in-basket is a set of tasks which are like those carried out by teachers. These include settling interpersonal disputes, making recommendations for acceleration and retention, making classroom schedules, analyzing learning difficulties, prescribing instruction, etc. The subject is expected to deal with these issues in the context of the wealth of materials given. Her performance is measured against model solutions proposed by classroom experts.

The in-basket technique was used in an extensive series of studies conducted by Shulman, Loupe, and Piper (1968). The materials used in those studies have now been incorporated into a version of the in-basket called the In-Basket for Teachers of Chicanos. This version is modeled on a representative group of third grade children from East Los Angeles.

Continuing Work. Based on a critique of the In-Basket by HUC staff, it is currently being modified and readied for a pilot test in the Fall 1974 semester. Following its use in the Fall Semester, it will be analyzed and revised for full experimental use in the Spring 1975 Semester.

Measures of Affect

The way teachers feel about the course of study offered by HUC is assessed by means of a two-item scale. The items are: (1) What do you like most about the program? and, (2) What do you like least about the program? Responses are categorized and frequencies within each category are counted.

In addition, a 19-item Likert-type scale is used.

Summary

The HUC is developing a broad range of instruments to evaluate all major facets of program outcomes. This effort should be completed in the

coming year. Copies of existing instruments are given in the Appendix.

DESIGN

As is frequently the case in "real world, real time" research, it was not feasible in this program to make use of a design which would permit close control over threats to internal validity. While the possibility of including a control group was considered, the plan was ultimately too difficult to implement. Random selection was not possible.

Given these disadvantages, there were nevertheless areas of considerable strength in the design. First, since the course outcomes are clearly defined, it was possible to measure the degree to which course participants actually reached the outcomes. Second, since second semester procedures replicated first semester procedures, it was possible to determine the degree of stability in results across two independent samples. The data collection plan focused on these two strengths.

First Semester

The CAS was administered as a pre-test. The course of instruction followed. At the conclusion of the course, the CAS was administered again. The instrument assessing the participants' liking for the course was also administered at the conclusion. Every item was administered to every participant.

Second Semester

The procedures for the second semester were like those for the first with two exceptions. One change involved the addition of the new content-based test to the post-test battery. The second change involved the use of a different post-test data collection model.

This second change was an attempt to be responsive to the fact that in a course as complex as that offered by the HUC, the number of outcomes is far greater than can be assessed using the usual "small" test. To be

fair to the program, the final test should represent a large universe of outcomes. This could mean an item domain containing as many as 300-500 items. Yet, if such a test were written it would be beyond the reasonable patience of any single examinee to respond to all the items. Fortunately, a technique for resolving this dilemma is available. It is called multiple matrix sampling (Shoemaker, 1973).

Since multiple matrix sampling was used in the second semester and since the characteristics of the model are not well known, it may be useful to describe it here.

A good approach is to compare the model to the more common matched-items model. In the latter case, a single sample of test items drawn randomly from the universe is administered to all, or a sample of, the examinee population. In multiple matrix sampling, the item pool is divided into a set of carefully designed subtests. These subtests are then assigned randomly to subgroups of examinees. Results are treated in a way that produces an accurate estimate of the results that would have been obtained if all examinees had responded to all the items.

The multiple matrix model has several advantages over the matched-items model. Shoemaker lists the following (1973, pp. 10-15):

1. There is a reduced standard error of estimate.
2. Estimates of population parameters are unbiased.
3. One can test large item universes.
4. Testing time is reduced.

Given these and other advantages, it was decided to use the technique for evaluation of second semester results.

Implementation of multiple matrix sampling requires the following:

1. Creating an item pool.
2. Subdividing the pool into subtests.
3. Administering each subtest to a group of examinees.

4. Estimating parameters of the item universe from subtest results. With respect to these procedures, a beginning has been made. At present the item pool consists of the 40 items of the CAS and the 45 items of the content test. These items were carefully stratified and distributed randomly over three subtests. Subtests were assigned randomly within classes so that equal numbers of each subtest were administered in each class. A computer program for estimating population parameters for this item universe was written, debugged, and used to analyze second semester data.

RESULTS

The results section will be divided into three sections. The first section will focus on a description of results on the CAS by sex, age, grade, Spanish language fluency and ethnicity. The second section will deal with between-group comparisons as well as pre-post participant group comparisons. The third will report accomplishments in the area of materials development.

DESCRIPTIVE RESULTS

Grades

There were no significant differences among teachers as a function of grade level. However, in both the Fall and Spring, sixth grade teachers tended to show the greatest awareness of the realities that face the Chicano. High school teachers were second highest in level of awareness. These data are plotted in Figure 2.

Age

In the comparison by age it was found out that as a group, the 20-29 year olds were the most aware. The persons indicating the least awareness were the 50-59 year olds. Results are plotted in Figure 3.

Ethnicity

Members of the Chicano and Black minority groups tended to demonstrate the greatest levels of awareness. The lowest groups were the ones identifying themselves as European and Oriental. Results are plotted in Figure 4.

FIGURE 2
CHICANO AWARENESS SCORES BY GRADES

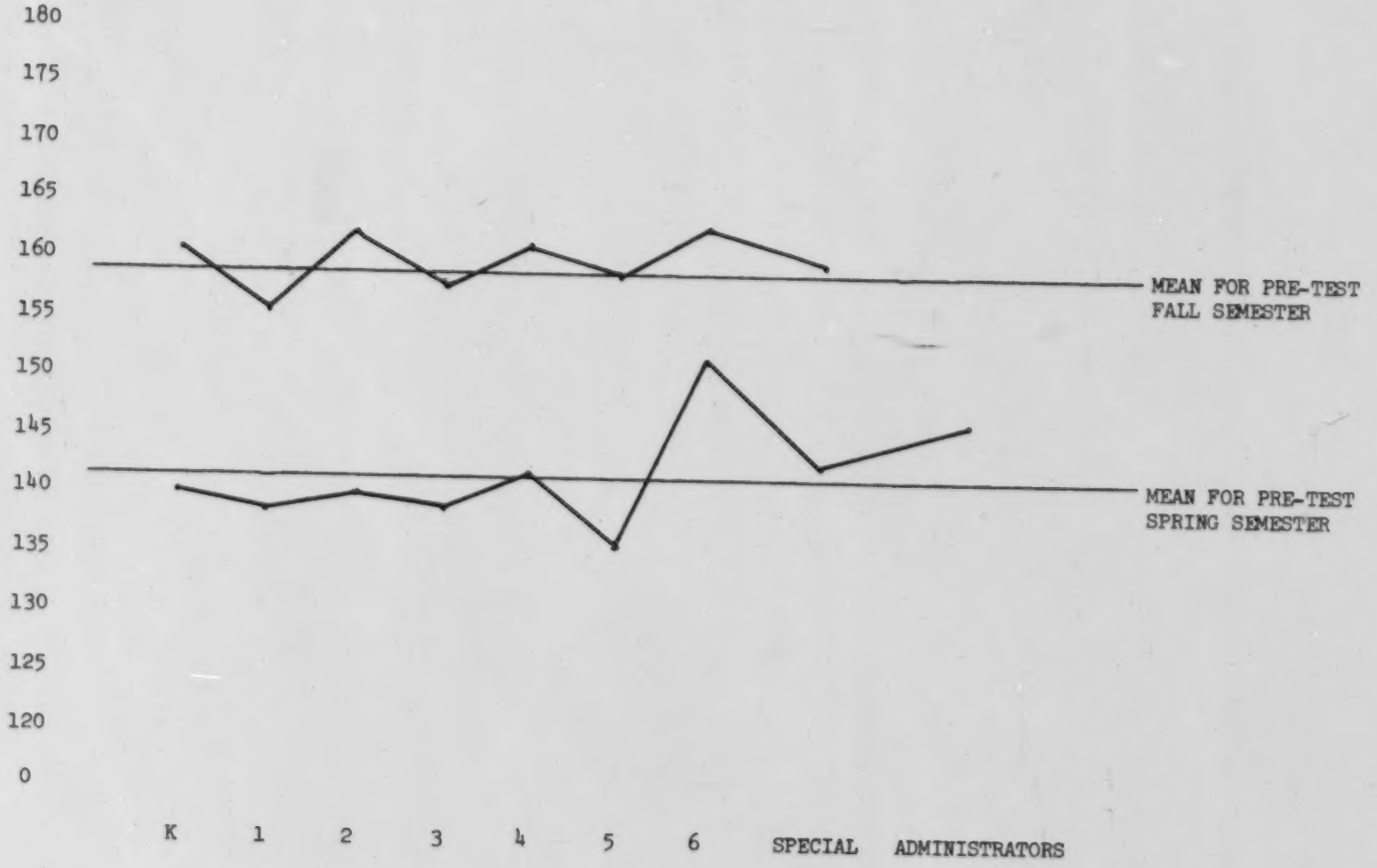


FIGURE 3
CHICANO AWARENSS SCORES BY AGE

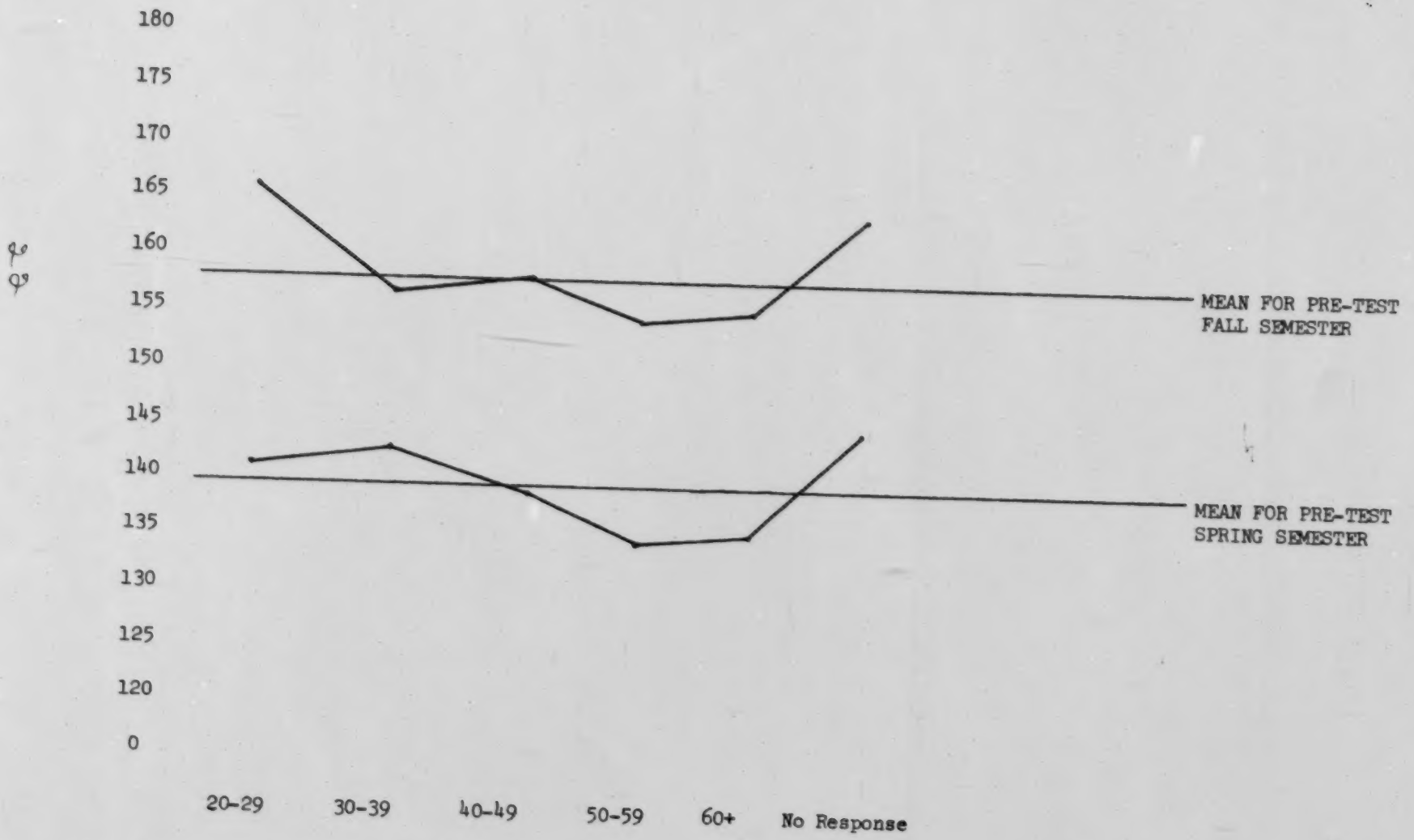
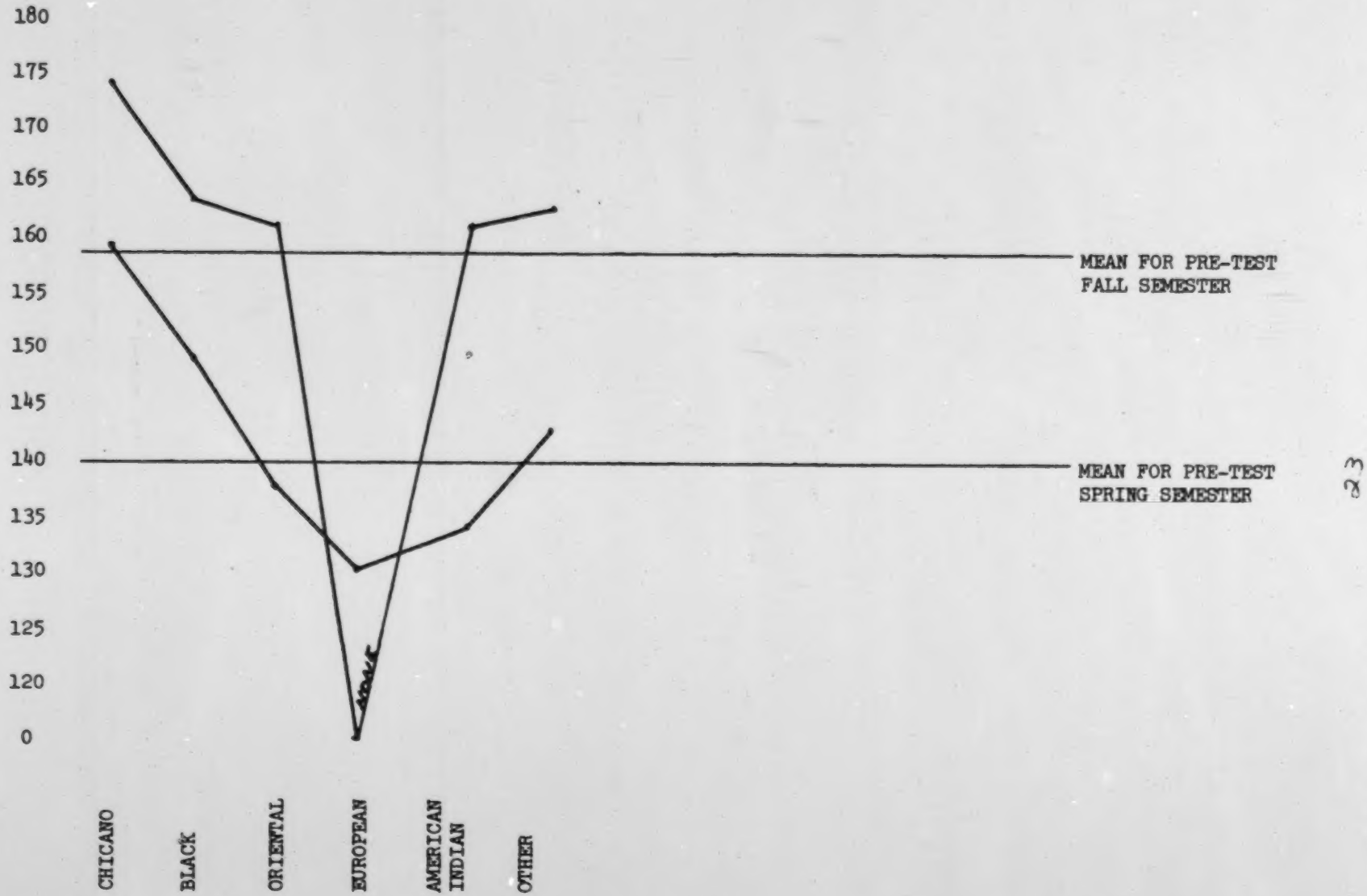


FIGURE 4
CHICANO AWARENESS SCORES BY ETHNICITY



Language Fluency

There was a tendency for those with the highest levels of Spanish language fluency to indicate the greatest awareness of the realities faced by the Chicanos. The one large break from this pattern was the level 8 group during the Fall semester. Results are plotted in Figure 5.

Sex

The male participants tended to demonstrate greater awareness than the female participants. Results are plotted in Figure 6.

FIGURE 5

CHICANO AWARENESS SCORES BY LANGUAGE LEVEL

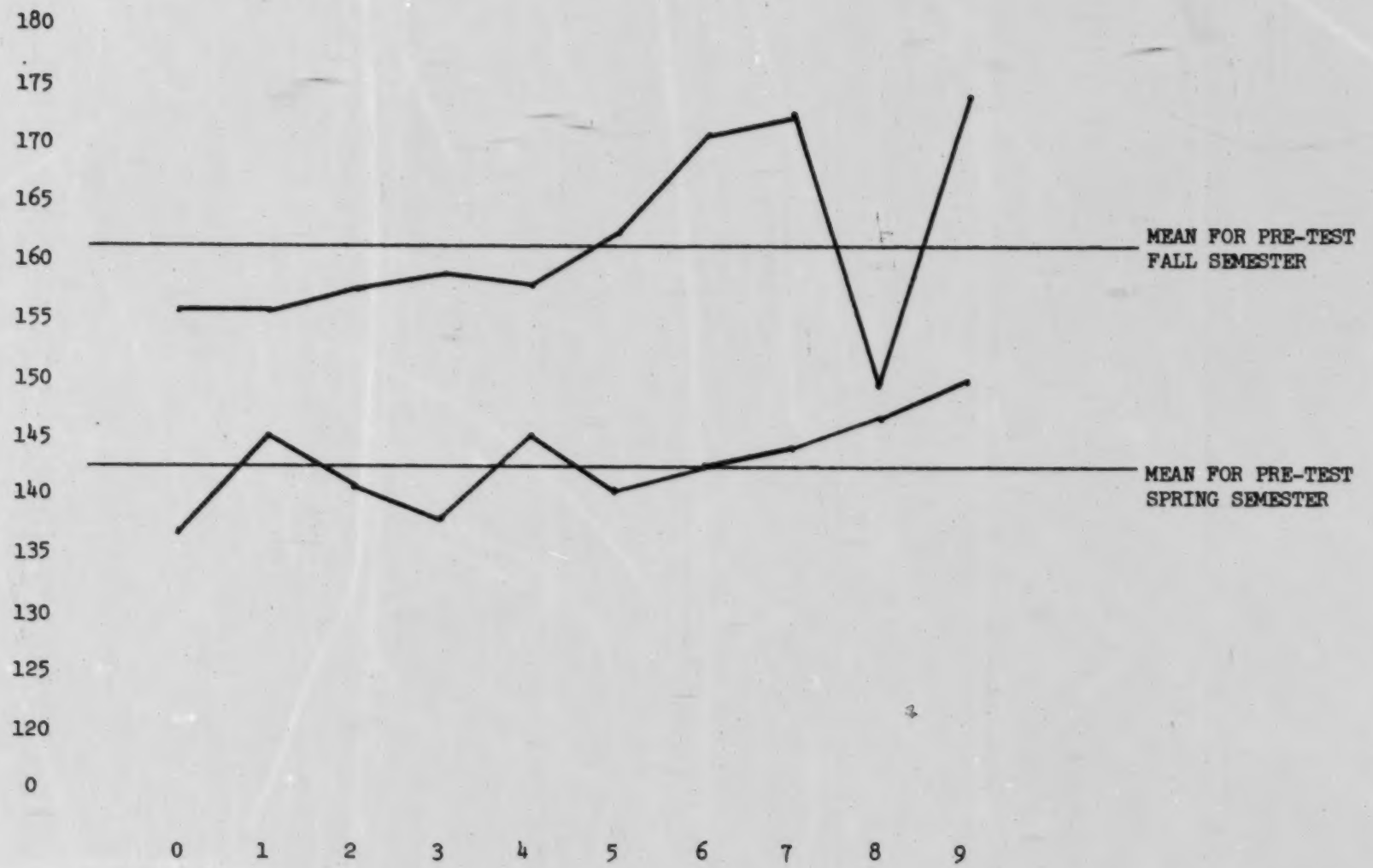
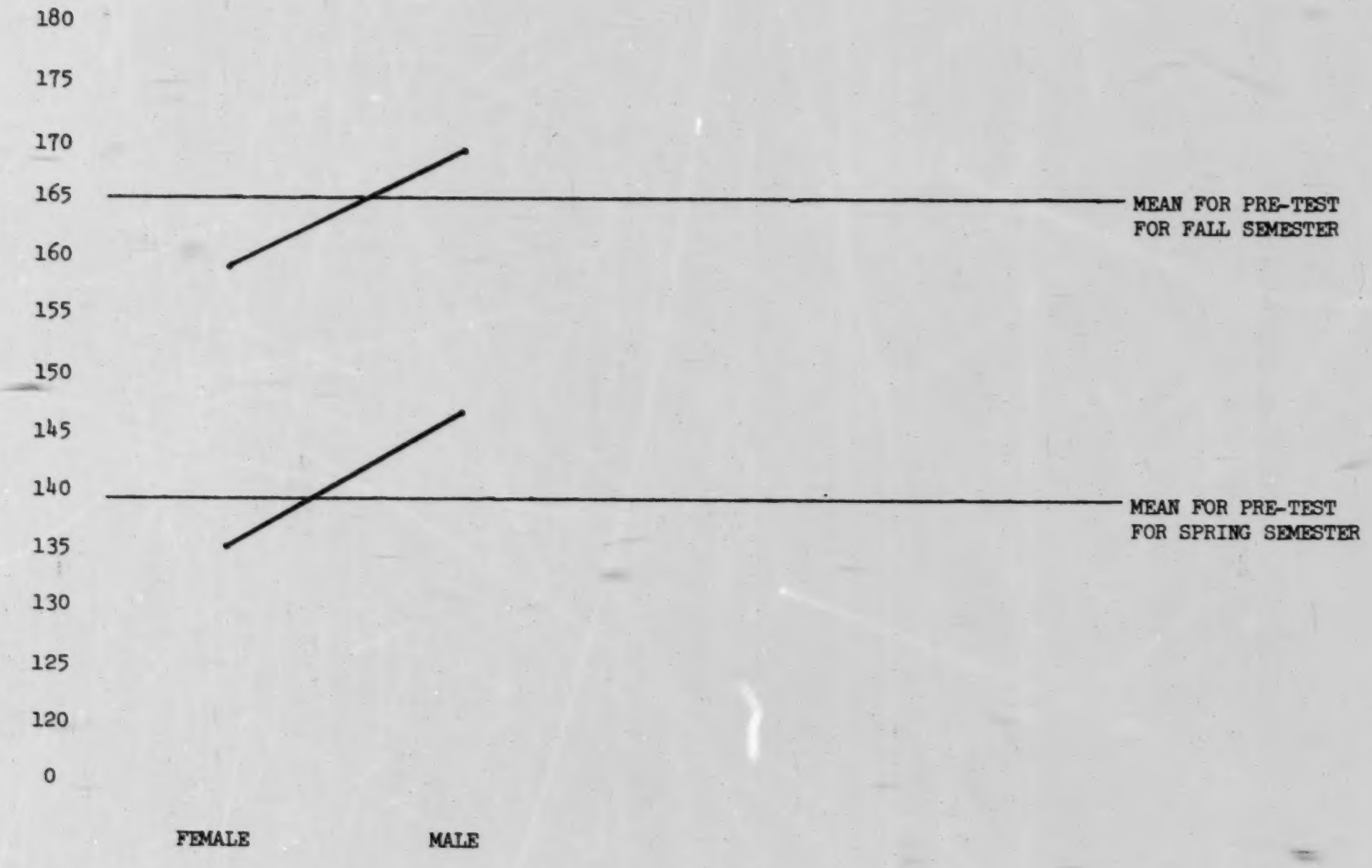


FIGURE 6
CHICANO AWARENESS SCORES BY SEX



COMPARATIVE RESULTS

The first section of the results section gives a descriptive profile of the persons who participated in the Hispanic Urban Center's program. This section will deal with the performance of these same participants compared with that of two reference groups. It will also deal with the changes that occurred in the participant group as a result of taking the program.

Results of the Chicano Awareness Scale (CAS)

The meaning of results for any beliefs scale is difficult to determine apart from comparisons among results for several reference groups. In order to solve this problem for the CAS, a method analogous to triangulation in navigation was used. In addition to the participant group, the scale was administered to a non-participant group of teacher volunteers from the Los Angeles Unified School District who came from schools matched to the schools that provided the participant group. It was also administered to a group of Chicano students enrolled in a special teacher training program at California State University at Northridge. The program is called Operation Chicano Teacher. While precise biographical data on the Northridge group are not available, the group can be roughly categorized as young and moderately activist. The mean scores for the three groups are presented in Table 2.

TABLE 2: Mean scores for three reference groups on the Chicano Awareness Scale.

GROUP	$\bar{X}$
Non-Participants	98.08
Participants	112.10
Chicanos	131.76

In interpreting these means, it should be noted that each of the three groups received slightly different versions of the CAS. For purposes of comparability, the means presented in the table were calculated using only those items which all three groups received in common. The highest score was earned by the Chicano group. This is what was expected since the instrument was keyed to the responses anticipated from this group. The second highest mean score was received by the participant group, a score moderately higher than that received by the non-participant group, but substantially lower than that received by the Chicano group. These differences were not interpreted in terms of statistical tests since the conditions of the comparison did not meet the required assumptions.

In addition to analyzing the results for total scores, an analysis by factors was also performed. This analysis is presented in Table 3.

TABLE 3: Average item scores on four factors for three reference groups.

FACTOR	NON-PARTICIPANTS	PARTICIPANTS	CHICANOS
1	2.92	3.56	4.23
2	3.04	3.49	4.51
3	3.53	3.92	4.43
4	2.62	3.47	4.15

As in the case of the analysis for total scores, the analysis by factors is based only on those items which all three groups received in common. The first factor is based on items dealing with relations between the Mexican

American and U. S. political, judicial, economic, and educational institutions. The second is based on items dealing with the Mexican American's level of aspiration. The third is based on items dealing with bilingual-bicultural education. The fourth is based on items dealing with the attitudes and behavior of Anglo Americans in their dealings with Mexicans and Mexican Americans. Higher scores on Factor 1 indicate a belief that the Mexican American has fared badly in his relations with U. S. institutions. Higher scores on Factor 2 indicate a belief that the Mexican American has a high level of economic and educational aspiration. Higher scores on Factor 3 indicate a belief that bilingual-bicultural programs should be initiated in schools throughout the Southwest. Higher scores on Factor 4 indicate a belief that Anglo Americans have historically been unjust in their dealings with Mexican Americans.

Examination of the means across rows indicates that the ordering of groups is constant. Highest scores were always received by the Chicano group, next highest scores by the participant group, and lowest scores by the non-participant group. The overall magnitude of differences between Chicanos and non-participants was greatest for Factor 4, next for Factor 2, next for Factor 1, and least for Factor 3. The non-participant group thus tended to reject the idea that Anglo Americans have historically been overbearing, greedy and unjust in their dealings with Mexican Americans. Chicanos tended to accept the idea. The non-participants tended to see Chicanos as having a relatively low level of aspiration. Chicanos saw themselves as having a high level. Non-participants tended to reject the idea that Chicanos have received unequal treatment at the hands of U. S. institutions. Chicanos believed differently. Finally, non-participants tended to accept the desirability of bilingual-bicultural education programs.

Chicanos were even more favorable to the idea.

Between the two points defined by the non-participants and the Chicanos were the participants. It is clear that both globally and factorially, the participant group was closer to the Chicano point of view than was the non-participant group.

Having established the position of the participant group with respect to the non-participant and Chicano groups, we now examine the pre-test and post-test performances of the participant group. The mean scores are presented in Table 4.

TABLE 4: Mean scores on the Chicano Awareness Scale pre-tests and post-tests for first and second semester.

SEMESTER	PRE-TEST	POST-TEST
First*	159.34	168.46
Second**	140.76	141.39

*Based on a 50-item scale.

**Based on a 40-item scale.

Examination of the table reveals that there was a small change in a positive direction during the first semester only. Thus, the data indicates that, with respect to beliefs, the experience in the HUC program produced no significant change.

The fact that the CAS revealed no evidence of change in beliefs may be due to selection bias. This is suggested by the fact that when one compares

the mean for the non-participant group ($\bar{X}$=107 for the full 40-item scale) with the pre-test mean for the participant group ($\bar{X}$=141 for the full 40-item scale), it is evident that even before instruction began, there were marked differences between the two groups in expressed beliefs. The participant group was far more positive.

Results on the content test

The 45-item content test was administered as part of the second semester post-test battery. This administration was considered as a pilot run. Item analysis data are being used to identify strengths and weaknesses in the instrument.

Since the instrument was not ready for use as a pre-test, it is not possible to make a direct comparison of pre-test and post-test means. In order to interpret post-test results, it was necessary to use another method. An appropriate procedure has been suggested by Gulliksen (1962). The procedure assumes that there is a distribution of chance means whose center is defined by the expected chance score. The standard error for this distribution is defined as:

$$SE = K\,(n-1)/n$$

where K is the number of items and n is the number of foils.

Using this formula, the expected chance mean was calculated to be 11.25 and the SE was 2.905. The region of rejection lies beyond a mean score of 16.944 ($p < .05$). Since the obtained mean score was 22.89, it is possible to reject the hypothesis of random response. The participants did demonstrate a reliable degree of knowledge.

Results of Affective Ratings

Part of the evaluation process is to invite the participants to evaluate the program. The evaluation is carried out using a 19-item instrument that is designed to evaluate instructor performance, content, and program methodology.

The frequency of positive response after the Spring semester was higher in every category than after the Fall semester. In the Fall, the average for positive response was 74%; that is, the majority of participants felt that the program was positive in all aspects. Fifteen percent of the participants were uncertain. Those who believed that the program was beneficial totaled 11%. In contrast, at the conclusion of the Spring Semester, 83% of the participants felt that the program was positive, 10% were uncertain and 7% of the participants saw the course in a negative light. These data are reflected in Table 5.

MATERIALS DEVELOPMENT

The preparation of materials, although not extensive at this point, was nevertheless a very important part of our program. Our library contains film strips, records and now a 100 slide unit of a comparison between the barrio and the suburbs surrounding the inner city prepared by Mr. Dan Fontana. Still another product is the unit in linguistics. It consists of several papers prepared by Mr. George Mora for general use by the Chicano community, teachers, and anyone else who is interested. Mr. Ricardo Organista has prepared a unit on the changing curriculum and its impact on education. Ms. Consuelo Nieto has prepared a unit on the paraprofessional for use in the classroom. It includes interviews and especially helpful information for understanding the need for positive interactions between the para-

professional and the teacher. Finally, an abridged version of the Civil Rights Report was written. This was a total staff effort. It will be used during the Fall semester of 1974.

The basic objective of the product development effort was, of course, to bring needed awareness and understanding to the participants and to help meet material needs of the educator teaching in any area, but especially the needs of the barrio school teacher.

TABLE 5

RESULTS OF COURSE EVALUATION MADE BY PARTICIPANTS

		Fall 1973	Spring 1974
1. Instructor was well prepared.	Agree	76 %	87 %
	Disagree	11	5
	Uncertain	13	8
2. Instructor encouraged discussion.	Agree	78	83
	Disagree	14	9
	Uncertain	8	8
3. Instructor answered all questions.	Agree	82	91
	Disagree	9	6
	Uncertain	9	3
4. Instructor has excellent background.	Agree	89	94
	Disagree	5	4
	Uncertain	6	2
5. Instructor clear and understandable in his presentation.	Agree	84	91
	Disagree	6	4
	Uncertain	10	5
6. Participant received understanding of culture.	Agree	74	82
	Disagree	8	7
	Uncertain	18	11
7. Participant received understanding of Southwest history.	Agree	80	82
	Disagree	9	5
	Uncertain	11	13
8. Participant received understanding of Chicano Literature.	Agree	73	80
	Disagree	7	6
	Uncertain	20	14
9. Participant received understanding of barrio environment.	Agree	68	81
	Disagree	13	8
	Uncertain	19	11
10. Participant received understanding of Chicano family.	Agree	69	75
	Disagree	10	8
	Uncertain	21	17

(Continued on next page)

TABLE 5

(continued)

		Fall 1973	Spring 1974
11. Program provided help to understand importance of teacher perceptions of Chicano children.	Agree	87 %	91 %
	Disagree	4	2
	Uncertain	9	7
12. Program improved teacher's perceptions of Chicano children.	Agree	71	77
	Disagree	13	11
	Uncertain	16	12
13. Program provided help to meet needs of Chicano children.	Agree	58	70
	Disagree	20	13
	Uncertain	22	17
14. Program provided help in understanding school failure to educate Chicano children.	Agree	79	87
	Disagree	8	5
	Uncertain	13	8
15. Program provided help to understand teacher influence on Chicano children.	Agree	70	76
	Disagree	11	9
	Uncertain	19	15
16. Program provided help in understanding parent involvement.	Agree	61	72
	Disagree	13	8
	Uncertain	26	20
17. Program provided help in understanding Bilingual-Bicultural Education.	Agree	78	89
	Disagree	12	3
	Uncertain	10	8
18. Guest Lecturers covered assigned topics well.	Agree	59	85
	Disagree	12	4
	Uncertain	25	11
19. Guest Lecturers allowed sufficient time for questions.	Agree	72	90
	Disagree	11	3
	Uncertain	17	7

DISCUSSION

THE SCHOOL

The data raised certain questions that educators must deal with.

First, why does the sixth grade teacher demonstrate greater awareness of the Chicano plight? Is there something that is built into the curriculum that helps the teacher to better understand her students? In contrast, is there something about the curriculum for the lower grades that does not encourage the teacher to become acquainted with the realities beyond the immediate environment?

In reviewing the sixth grade curriculum, one finds that the student typically studies Latin America, Africa, and Asia. The content forces the teacher to look beyond her immediate environment. It is therefore understandable to find the teacher at this grade more aware of larger social issues and conditions affecting her students.

At the other end is the lower grade teacher who addresses herself to the child and his immediate environment. Field trips to the fire station, police station, the museum all focus on the immediate environment. The need for the child to focus on its immediate environment is understandable. However, emphasis on "community helpers" does not encourage the teacher to look beyond to the broader community nor to its setting in a national or world context. It may therefore be that there is a pressing need to give much attention to the information needs and outlooks of teachers below sixth grade.

The second major question has to do with age. The age group that indicated the greater understanding was the group between 20-29 followed by the 30-39. Beyond this, there was a decline. One may ask what this

means to Chicano schools? How does this affect the learning process? What implications does it have for staffing barrio schools?

It would appear that older teachers need a great deal of in-service. The need centers around a greater understanding of the world in which their students live and move. Short of this, it appears that Chicano schools would best be staffed by younger, more aware, less complacent teachers.

The third major question has to do with ethnic identification. There seems to be a strong tendency for certain ethnic groups to be more realistically aware of the world of the Chicano than others. On one side are Chicanos, Blacks, and American Indians. On the other are Orientals and Europeans. This seems to be a split along socioeconomic lines. Particularly disturbing are the responses of those who consider themselves to be a European minority. The scores tend to be so low that one almost suspects an anti-Chicano bias. We must face the possibility that these teachers are damaging to Chicano students and ought to be placed in schools where their attitude and contribution would be more positive.

In the area of language fluency, it has generally been agreed that with fluency in the language comes an understanding of the group. This seems to be the case and in both semesters greater fluency was correlated with greater understanding of the group. This is a strong argument for employing more Spanish speaking teachers for barrio schools, or alternatively, beginning intensive language training for existing staff.

Does the sex of a teacher have a bearing on her understanding of a group's plight? The data supports the idea that the male is more aware of the Chicano problems than the female. Could it be that the female role restricts her in involving herself in activities that would increase her level of awareness? Could it also be that since men are traditionally

placed in the higher grades, they are exposed to a curriculum that stimulates this kind of growth?

THE HUC PROGRAM

Persons who volunteer to take the HUC in-service program respond to CAS items in a way that corresponds more closely to the Chicano point of view than do persons who do not take the program. This fact leads to two possible conclusions.

One possibility is that these person's beliefs are in fact closer to the Chicanos' beliefs than are those of non-participants. This may predispose them to enroll in the program.

A second possibility is that participants fake their responses in a direction designed to make them look better to their Chicano instructors. The danger of faking on measures of beliefs and attitudes is well known and is impossible to control completely. Unfortunately, there are no data available to help us decide between the "bias" and the "faking" hypotheses.

One thing, however, is certain. The responses of the non-participants indicates that there is a population of teachers that is seriously out of touch with the Chicanos' experience of reality and therefore unfavorable to the Chicano point of view. If the faking hypothesis is true, then this population of teachers unfavorable to the Chicano point of view is even larger than might at first appear.

Add to this the fact that the beliefs held are unsupported by relevant information. This conclusion is demonstrated by the relatively poor performance of the participant group on the content-based test. If the participant group learned only a minimal amount, the condition of the non-participant's knowledge

can be expected to be even worse. What we have is a teacher population that has beliefs about Chicanos that are not supported by relevant evidence. This situation must be changed. Teachers must be confronted by the kind of data given in the HUC program.

Even here, however, there is a problem. The teachers who did take the course, who were confronted by the data, did not learn as much as had been hoped. There are probably good reasons for this. Decisions by the Center staff about course requirements are always made with the knowledge that those teachers who take the course are volunteers who are likely to pull out if requirements go beyond some maximum point. This maximum point lies somewhere between the "it's an easy four units" attitude and the "it's not worth it" attitude. This places real limits on what instructors can demand in terms of solid effort and learning.

The problem raised by these results can be summarized in this way. The CAS has identified the fact that within the total teacher population there is a substantial number of teachers who have unfavorable attitudes toward and serious knowledge deficiencies about the Chicano. Out of this population, certain teachers volunteered to take the program offered by the HUC. These volunteers appear to have more favorable attitudes toward Chicanos than do those who do not volunteer. They take the course. Afterwards they say they liked it, that it was helpful. Yet, they express little to no change in beliefs. They demonstrate minimal amounts of cognitive learning. By implication, the situation with the non-volunteers is even worse. What can be done about this?

First, it may be that the Center staff can make program adjustments. Some adjustments will certainly be made. The effects of such adjustments are,

unfortunately, likely to be small because they will fail to touch the real dynamics of the situation, that is, participant motivation. Somehow, this must be corrected.

This leads to a second alternative, one that would deal directly with participant motivation. Make the course compulsory. This would change the "demand" nature of the situation. Under administrative and economic compulsion, levels of learning could be brought up to the mastery level.

Teachers who have damaging attitudes based on faulty information could be forced to face up to facts they have never considered. It would then be up to the instructor to create an atmosphere in which learning, belief change, and attitude change could occur. It is probable that little can be done to improve the learning climate as long as taking the course is voluntary.

RECOMMENDATIONS

Based on the analysis of the data, a number of recommendations can be made. These fall into three categories: (1) professional standards; (2) school policy; (3) curriculum.

Professional Standards

It is important that any teacher be a highly skilled professional. If a teacher is to be assigned to a barrio school, it is important that her professional skills go beyond those required of others. We recommend:

- That Colleges and Universities require prospective teachers to enroll in educational courses that specifically deal with the minority child.

- That teachers learn the language of the group being taught and what is more important, that they become atuned to the culture of the group.

School policy

- That a rotation system be initiated at the local school to provide the teacher an opportunity to know the child at all grade levels and stages of development.

- That people from the Chicano culture be hired.

- That the teaching staff reflect the ethnic population it serves.

- That males be encouraged to teach at the elementary level.

- That teachers receive a continuous inservice on the educational needs of their students, with special attention devoted to the area of self-awareness.

- That districts do not mistake the needs of other Latin Americans for those of Chicanos for each is different and unique, despite a commonality in language.

- That districts evaluate their present inservice for relevant and current materials.

Curriculum

- That the curriculum at all levels reflect aspects of the Chicano experience.

- That courses avoid perpetuating stereotyping of the minority.

- That the course of study present the Chicano on an equal footing with other groups.

- That the course of study not enhance the image of one group at the expense of another.

FURTHER WORK

It has been pointed out that work in development of evaluation instruments needs to continue. This includes further development of the item pool for the CAS and for the content test. It also includes a pilot run with the In-Basket. Of equal importance is the development of means to measure directly the influence of the program on the classroom behavior of teachers.

Beyond the evaluation problems involved in measuring achievement is the problem of identifying specific teacher behaviors that inhibit achievement in Chicano children as well as behaviors that facilitate achievement. Ultimately, these are the things our participants need and want to know about. Unfortunately, these are the things we know least about. It is our intention in the coming year to make a strong effort in the direction of clarifying these relationships.

Hispanic Urban Center Evaluation

Form A

The agencies that have funded this program require that we report to them how we did with respect to our stated goals. This instrument is designed to gather data for the report. It is a test of the Hispanic Urban Center's staff performance, not yours.

We are presenting a total of 87 items distributed over three test forms. No one is asked to respond to more than 31 items.

Each form of the test has three parts. Part I deals with opinions and contains 14 items. Part II deals with positions taken by Acuña, Anaya, and Carter. It contains 15 items. Part III asks for you to evaluate the program in a free response format.

On the next page you will find a questionnaire. Please fill it out, then froceed to Parts I, II, and III. Prior to marking each part, please read the directions. When you are finished, turn in the instrument to your instructor.

Thank you.

1. Your age:

   20-29___ 30-39___ 40-49___ 50-59___ 60+___

2. Your Sex: Female___ Male___

3. The number of years you have been a full-time teacher.___

4. The number of years you have been a teacher in a school with a significant number of students with Spanish surname.___

5. The number of years you have been a full-time teacher at your present school._____

6. The grade level at which you now teach.____(If not currently a classroom teacher, please describe your position.

7. Evaluate your proficiency in Spanish.

   Speak: none___ beginning___ well___ very well___

   Read: none___ beginning___ well___ very well___

   Write: none___ beginning___ well___ very well___

8. Hispanic countries in which you have traveled (Please omit tourist trips to Tijuana and other border towns) and length of stay.

COUNTRY	LENGTH OF STAY
_____	_____
_____	_____
_____	_____

9. Do you now live or have you lived in a Chicano community before?

   Yes___(If yes, how long___?) No___

10. Do you identify yourself as a member of a clearly differentiated ethnic minority?

    Yes____ (If so, which _____?) No___

Part I

This section requests that you indicate the degree to which you agree or disagree with the following statements. You can do this by using the system shown below.

5. Strongly Agree
4. Agree-Yes
3. Neither agree nor disagree---No Opinion
2. Disagree-No
1. Strongly Disagree

For example, if you strongly agree with the first statement, then you should place a 5 on the line in front of this statement. If you strongly disagree with the statement, you place a 1 on the line. Use codes 2, 3, and 4 in a similar way.

____1. The experience of Mexican Americans in U.S. Courts has been one of even-handed administration of justice.

____2. Law enforcement in the Southwest has frequently been used to support and extend Anglo privilege.

____3. One factor that inhibits the academic performance of the Mexican American child is that he lives under a social system that denies him equal opportunity for political, cultural, and economic self-determination.

____4. One cause of tension between Barrio residents and law enforcement personnel is the latter's relative ignorance of Mexican American culture.

____5. In most cities of the Southwest, Mexican American children enjoy equal educational opportunity with other children.

____6. Most Mexican American parents have a high level of aspiration for their children's education.

____7. Schools in the Southwest have served the Mexican American population as well as could be expected.

____8. A good way to characterize the relationship between Mexican Americans and Anglos in the U.S. is that of the colonized and the colonizer respectively.

____9. The conquest of the Southwest was a deliberate action provoked by the U.S. for purposes of national enrichment.

___10. Mexicans in the U.S. have been prized chiefly because of their easy availability to do hard, dirty work for low wages.

___11. For most immigrant Mexicans, escaping the poverty of Mexico is a cause for celebration.

___12. The school's inability to use the Mexican American's bilingualism-biculturalism as a learning resource is one cause of his poor academic performance.

___13. The integration of Mexican Americans into U.S. society should follow the pattern provided by the Irish, Italians, Germans and other immigrant groups.

___14. The curriculum as taught for the Mexican American child in the Southwest is relevant to his personal life and background.

Part II

This section is based on material from the three basic texts: Acuña, Anaya, and Carter. The items all deal with factual material. Circle the letter corresponding to the best response.

1. The 1960's saw a subtle change in Chicano youth characterized by:

   a. increased assimilation
   b. cultural nationalism and rejection of Anglo American values
   c. organized activity
   d. militancy

2. During the depression, the emergence of what Acuña calls the "take care of our own" philosophy produced:

   a. widespread suspicion of Mexico
   b. massive deportation of Mexicans and Mexican Americans
   c. privately financed relief programs
   d. governmental organizations to aid internal minorities

3. The unionizing activities of Mexican American labor agitators during the 1930's resulted in:

   a. emergency support from organized labor
   b. repatriation, denaturalization, and deportation
   c. the ratification of many management-labor contracts
   d. a general response of indifference

4. Mexicans, as newly-made U.S. citizens:

   a. accepted the seizure of their lands since transfer of title was performed in the courts
   b. refused to use the courts for land transactions since the courts were believed to be crooked
   c. accepted loss of their lands because they believed resistance was useless
   d. used every means at their disposal to retain possession

5. The Chicano National Moratorium was organized to protest:

   a. disproportionate Chicano casualties in Viet Nam
   b. police brutality
   c. poor educational facilities
   d. treatment of undocumented workers

6. Ultima's magic was in:

   a. her knowledge of witchcraft
   b. understanding the Marez and Luna
   c. caring for people
   d. her knowledge of herbs

7. The philosophy that "if you don't believe in God, there is no God" is affirmed by:

   a. Florence
   b. Ultima
   c. Antonio
   d. Marez

8. Bless Me, Ultima espouses the following educational philosophy:

   a. children are all equal
   b. children can do what they believe they can do
   c. what children can do depends on their family background
   d. children learn what they do

9. There was one group of boys in Ultima that always attended school. They were:

   a. Antonio and Ernie
   b. Los Jaros group
   c. the group from Las Pasturas
   d. None of the above

10. Bless Me, Ultima portrays:

    a. the typical Mexican American family
    b. the typical rural Mexican American family
    c. a unique insight into a Mexican American family
    d. a mythical Mexican American family in New Mexico

11. According to Carter, the failure of the Mexican American Child is due largely to:

    a. a cultural-familial deficiency
    b. inappropriate curriculum
    c. the school and larger communities
    d. parental attitudes toward education

12. Carter says that the main problem in all special school programs is that:

    a. there is no follow-up
    b. there is a shortage of funds
    c. there is a shortage of qualified teachers
    d. there is no parental involvement

13. When comparing schools having a majority of Spanish surnamed students with Anglo schools, one finds that the former:

    a. are generally more dilapidated
    b. are managed in a more authoritarian style
    c. have different curriculum offerings
    d. have more out-dated textbooks

14. In considering reading programs, Carter believes that one important factor is ignored. It is that:

    a. teachers are generally unqualified
    b. there is a shortage of appropriate materials
    c. there are too many students per teacher
    d. the children's reading problems are not appropriately diagnosed

15. According to Carter, Mexican American students have the largest dropout rate because of:

    a. poverty
    b. a value conflict between cultures
    c. both a and b
    d. neither a nor b

Part III

We are anxious to make this program useful to teachers. You can help us to do this by responding to the following two questions:

1. What did you like most about the program?

2. What did you like least about the program?

Hispanic Urban Center Evaluation

Form B

The agencies that have funded this program require that we report to them how we did with respect to our stated goals. This instrument is designed to gather data for the report. It is a test of the Hispanic Urban Center's staff performance, not yours.

We are presenting a total of 87 items distributed over three test forms. No one is asked to respond to more than 31 items.

Each form of the test has three parts. Part I deals with opinions and contains 14 items. Part II deals with positions taken by Acuña, Anaya, and Carter. It contains 15 items. Part III asks for you to evaluate the program in a free response format.

On the next page you will find a questionnaire. Please fill it out, then proceed to Parts I, II, and III. Prior to marking each part, please read the directions. When you are finished, turn the instrument in to your instructor.

Thank you.

1. Your age:

   20-29___ 30-39___ 40-49___ 50-59___ 60+___

2. Your Sex: Female___ Male___

3. The number of years you have been a full-time teacher.___

4. The number of years you have been a teacher in a school with a significant number of students with Spanish surname.___

5. The number of years you have been a full-time teacher at your present school._____

6. The grade level at which you now teach.____(If not currently a classroom teacher, please describe your position.

7. Evaluate your proficiency in Spanish.

   Speak: none___ beginning___ well___ very well___

   Read: none___ beginning___ well___ very well___

   Write: none___ beginning___ well___ very well___

8. Hispanic countries in which you have traveled (Please omit tourist trips to Tijuana and other border towns) and length of stay.

COUNTRY	LENGTH OF STAY
_____	_____
_____	_____
_____	_____

9. Do you now live or have you lived in a Chicano community before?

   Yes___(If yes, how long___?) No___

10. Do you identify yourself as a member of a clearly differentiated ethnic minority?

    Yes____ (If so, which _____?) No___

Part I

This section requests that you indicate the degree to which you agree or disagree with the following statements. You can do this by using the system shown below.

5. Strongly Agree
4. Agree-Yes
3. Neither agree nor disagree--No Opinion
2. Disagree-No
1. Strongly Disagree

For example, if you strongly agree with the first statement, then you place a 5 on the line in front of this statement. If you strongly disagree with the statement, you place a 1 on the line. Use codes 2, 3, and 4 in a similar way.

_____1. With few exceptions, Mexican Americans have enjoyed equal protection of the law.

_____2. A majority of teachers teaching Mexican American students subconsciously believe that U.S. culture is superior to Mexican culture.

_____3. National, state, and local government conspire to deprive the Mexican American of his political rights through manipulation of candidates, gerrymandering, and other similar maneuvers.

_____4. A Chicano arrested for a given crime has a higher probability of being roughed-up by the police than an Anglo arrested for the same crime.

_____5. Mexican Americans could get a better job, if the schools provided appropriate education.

_____6. The academic failure of many Mexican American children is due largely to the joint failure of the child's home and culture.

_____7. If Mexican Americans are to improve their lot as a whole, they must stand together and assert their demands as a group.

_____8. If the academic performance of the Mexican American child is to improve, there will have to be radical improvement in the school's ability to deliver instruction.

_____9. Anglos found Mexicans in the Southwest a free, resourceful, self-governing people and quickly changed them into a landless, politically managed, and physically abused people.

_____10. If exploitation means taking the goods and services of a people without just remuneration, then U.S. citizens of Mexican origin have been an exploited people.

___11. Most Mexican American parents value education highly.

___12. It is an outrage to let any child grow up monolingual in an area where two languages are spoken.

___13. Mexican Americans are better off now than they would have been if the Southwest had remained a Mexican possession.

___14. In the longrun, humility and cooperativeness will serve the Mexican Americans better than aggressiveness and bravado.

Part II

This section is based on material from the three basic texts: Acuña, Anaya, and Carter. The items all deal with factual material. Circle the letter corresponding to the best response.

1. Historians who ease reality on a one-sided basis Acuña calls:

   a. ivory tower intellectuals
   b. apologists
   c. sophists
   d. dreamers

2. According to Acuña, a favorite tactic used by the Anglo press to discredit the labor organizing efforts of Mexicans was to:

   a. ignore them
   b. print only the management point of view
   c. emphasize excesses of the organizers
   d. link organizing activities to communist influence

3. The Salt War is an example of a people's revolt against:

   a. political and economic exploitation
   b. the conditions of poverty
   c. subhuman working conditions
   d. corrupt courts

4. A <u>corrido</u> is

   a. Spanish for "cattle drive"
   b. a form of athletic competition
   c. a frontier ballad
   d. a land title document

5. Because of discrimination towards the Mexicans, the government of Mexico refused to export braceros in 1943 to:

   a. California
   b. New Mexico
   c. Arizona
   d. Texas

6. Ultima was accepted into the Marez house because:

   a. she was old
   b. it was the custom to care for aged relatives
   c. she was a relative of Marez
   d. they were afraid of her magic powers

7. According to Anaya, the teacher's use of grades is best illustrated in the following scene:

   a. the play scene
   b. skipping a grade
   c. the constant drive to teach Antonio
   d. none of the above

8. Ultima is seen as:

   a. historian
   b. doctor
   c. counselor
   d. all of the above

9. Evidence that Anaya believes in the positive value of bilingualism is shown in:

   a. his writing style
   b. the conviction of Lupita
   c. the educational style that prevailed in Miss Maestas' classroom
   d. educational philosophy as exponded by Father Byrnes and Miss Violet

10. Bless Me, Ultima presents a world view based on the assumption that:

    a. life is a constant struggle between good and evil
    b. life is a reflection of economic institutions
    c. life is the harmoneous relationship between man and his society
    d. life is a series of predictable events

11. Carter's stance with respect to the self-fulfilling prophecy is that:

    a. there is no such thing
    b. such a thing has never been empirically detected
    c. such a thing exists and its effects are powerful
    d. such a thing probably exists but related research provides more questions than answers

12. The mental withdrawal of Mexican American children usually begins in:

    a. preschool
    b. the primary grades
    c. the upper elementary grades
    d. secondary school

13. Teachers who tend to be most positive in their expectations for Mexican American children's ability to learn are:

    a. primary grade teachers
    b. intermediate grade teachers
    c. junior high school teachers
    d. high school teachers

14. Carter believes that the use of the tracking system with Mexican American children has been:

    a. successful because children learn with their own ability groups
    b. only mildly successful because it does not deliver the differentiated instruction it promises
    c. mildly unsuccessful because placement tests do not measure accurately
    d. a failure because it induces low expectations in teachers and students

15. According to Carter, educators have traditionally viewed the Mexican American Child's bilingualism as:

    a. a liability to learning
    b. an asset to learning
    c. irrelevant to learning
    d. a factor whose effects on learning are indeterminate

Part III

We are anxious to make this program useful to teachers. You can help us to do this by responding to the following two questions:

1. What did you like most about the program?

2. What did you like least about the program?

Hispanic Urban Center Evaluation

Form C

The agencies that have funded this program require that we report to them how we did with respect to our stated goals. This instrument is designed to gather data for the report. It is a test of the Hispanic Urban Center's staff performance, not yours.

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2. Your Sex: Female___ Male___

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4. The number of years you have been a teacher in a school with a significant number of students with Spanish surname.___

5. The number of years you have been a full-time teacher at your present school._____

6. The grade level at which you now teach.____(If not currently a classroom teacher, please describe your position.

7. Evaluate your proficiency in Spanish.

   Speak: none____ beginning____ well____ very well____

   Read: none____ beginning____ well____ very well____

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8. Hispanic countries in which you have traveled (Please omit tourist trips to Tijuana and other border towns) and length of stay.

COUNTRY	LENGTH OF STAY
_____	_____
_____	_____
_____	_____

9. Do you now live or have you lived in a Chicano community before?

   Yes___(If yes, how long___?) No___

10. Do you identify yourself as a member of a clearly differentiated ethnic minority?

    Yes____ (If so, which _____?) No___

Part I

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5. Strongly Agree
4. Agree-Yes
3. Neither agree nor disagree--No Opinion
2. Disagree-No
1. Strongly Disagree

For example, if you strongly agree with the first statement, then you should place a 5 on the line in front of this statement. If you strongly disagree with the statement, you place a 1 on the line. Use codes 2, 3, and 4 in a similar way.

_____1. Most schools encourage the Mexican American Child to shoot for goals that equal abilities.

_____2. Law enforcement officers assigned to Barrio areas are given a cultural orientation prior to working there.

_____3. Our ability to dominate Mexico economically and politically has in subtle ways convinced most of us that U.S. culture is superior to Mexican culture.

_____4. Anglos have systematically excluded Mexican Americans from their rightful role in government.

_____5. Mexican Americans are kept in menial jobs because they lack high aspiration and self-esteem.

_____6. For most immigrant Mexicans, escaping the poverty of Mexico is a cause for celebration.

_____7. Mexican American militancy has at least temporary utility in the fight for social justice.

_____8. Disruptive tactics like, for example, school walkouts probably produce few positive results.

_____9. The experience of Mexican Americans in U.S. courts has been one of even-handed administration of justice.

_____10. The poverty and starvation that forced tens of thousands of Mexicans northward to the U.S. are a consequence of our country's domination and manipulation of Mexico's economy.

_____11. Mexican American militancy causes an acceleration of progress toward social justice.

____12. A partial solution to educational problems in the Southwest borderlands is a commitment to bilingual/bicultural education for both Anglos and Mexicans.

____13. Big labor has been as solicitous of the welfare of the Mexican American workingmen as it has been of other workingmen.

____14. A child's academic performance is partly determined by whether or not society will later allow him to direct his own life---politically, economically, and culturally.

Part II

This section is based on material from the three basic texts: Acuña, Anaya, and Carter. The items all deal with factual material. Circle the letter corresponding to the best answer.

1. The "Land Grant Ring" operated in:

   a. New Mexico
   b. California
   c. Texas
   d. Arizona

2. In Acuña's view, the Alamo was manned by a group of men who hoped to:

   a. subvert Mexican law
   b. uphold the principle of freedom of choice
   c. hold on until reinforcements could arrive
   d. gain land and power for themselves

3. The large scale deportation of Mexicans and Mexican Americans during the depression was carried out because:

   a. Anglos feared the presence of a large alien population within the U.S.
   b. Mexico sought the return of her former citizens
   c. the costs of deportation were less than the costs of providing relief
   d. Anglos wished to take over the property left behind

4. Tiburcio Vasquez was a hero of many Mexican Americans whose exploits took place in:

   a. Colorado
   b. California
   c. New Mexico
   d. Texas

5. The Mexican American suffered his most serious loss in lands as a result of:

   a. the incorporation of communal lands into national forests
   b. the Treaty of Guadalupe Hidalgo
   c. encroachment of Anglo cattlemen
   d. land theft rings

6. In Bless Me, Ultima organized religion is seen:

   a. as being in direct conflict
   b. as coexisting in an understanding and cordial way
   c. as being mutually exclusive
   d. as complementing each other

7. The real teacher in Ultima is:

   a. Miss Maestas
   b. Miss Violet
   c. La Grande
   d. Father Byrnes

8. Father Byrnes' attitude towards Florence is best demonstrated in:

   a. the church scene where Antonio and Florence arrive late.
   b. the scene where Florence and Antonio are discussing the merits of going to church
   c. the scene where Florence is made to confess
   d. the scene at the lake

9. Gabriel's dream was to:

   a. have his sons working with him on the highway
   b. move to Las Vegas, New Mexico
   c. travel to California's vineyards
   d. return to Las Pasturas

10. The purpose of Bless Me, Ultima is to:

    a. inform the reader about the cultural roots of rural Mexican Americans
    b. entertain the reader using the author's own experience
    c. stimulate guilt in the reader for his part in creating the conditions described
    d. convince the reader to pursue the goal of harmony between people

11. The fact that average achievement of Mexican American youth goes up toward the end of high school is mostly due to the fact that:

    a. they finally adapt to the system
    b. the system becomes more lenient
    c. parents begin pushing harder
    d. the poorer students drop out

12. According to Carter, the purpose of compensatory education is to:

    a. remodel minority children along middle class lines
    b. overcome identified deficiencies with prescriptive instruction
    c. give the appearance of effective response to an embarrassing situation
    d. forestall the demand for increased integration

13. Carter finds that the self-concept of Mexican American children is:

    a. higher than teachers generally believe
    b. about what teachers believe
    c. slightly lower than teachers believe
    d. substantially lower than teachers believe

14. Carter defines a two-way school as one where:

    a. two separate monolingual programs are run simultaneously
    b. a bilingual program is run for each of two different language groups
    c. each of two language groups receives instruction exclusively by means of their second language
    d. bilingual teachers or aides are present in each classroom

15. Carter cites evidence indicating that a fatalistic attitude is probably a function of:

    a. ethnic group membership
    b. submission to an authoritarian church
    c. domineering parents
    d. socio-economic class

Part III

We are anxious to make this program useful to teachers. You can help us to do this by responding to the following two questions:

1. What did you like most about the program?

2. What did you like least about the program?

PROGRAM EVALUATION FORM

In order to evaluate and improve the seminars at the Hispanic Urban Center, it is important we obtain the perceptions of the students concerning the program.

Instructions: Answer the following items by circling the appropriate number in the categories provided.

Instructor: _____

Day: _____

		strongly agree	agree	uncertain	disagree	strongly disagree
1.	The instructor always appeared to be well prepared.	1	2	3	4	5
2.	The instructor's manner encouraged questions and discussion.	1	2	3	4	5
3.	An attempt was made by the instructor to answer all questions posed by students.	1	2	3	4	5
4.	The instructor appeared to have an excellent background and knowledge of the Chicano.	1	2	3	4	5
5.	The instructor imparted his ideas and concepts in a clear and understandable manner.	1	2	3	4	5
6.	The participant obtained from the class an understanding of Chicano culture.	1	2	3	4	5
7.	The participant received an understanding of the history of the Southwest.	1	2	3	4	5
8.	The participant received a good understanding of the latest Chicano literature.	1	2	3	4	5
9.	The program provided experiences which helped improve the student's perceptions toward Chicano children.	1	2	3	4	5
10.	The program provided new insights on how to meet the needs of the Chicano child.	1	2	3	4	5

		strongly agree	agree	uncertain	disagree	strongly disagree
11.	The class gave the participant a good understanding of the Barrio environment.	1	2	3	4	5
12.	The participant, obtained from the course, a good understanding of the Chicano family.	1	2	3	4	5
13.	Experiences were provided which helped the participant understand the influence he/she has on students.	1	2	3	4	5
14.	The program provided an understanding of the importance of teacher perceptions of Chicano students.	1	2	3	4	5
15.	Most guest lecturers allotted sufficient time for questions and discussion.	1	2	3	4	5
16.	Presentations by guest lecturers covered the assigned topics extremely well.	1	2	3	4	5
17.	The program produced a greater understanding of the importance of parent involvement in the schools.	1	2	3	4	5
18.	The program helped develop an awareness of the need for bilingual-bicultural education.	1	2	3	4	5
19.	The program provided an understanding of how the educational process has failed to take into account the culturally different child.	1	2	3	4	5

20. Instructions: Rate the following books according to how much understanding and knowledge they provided.

	excellent	good	satisfactory	needs improvement	unsatisfactory
Rudy Acuña					
Thomas P. Carter					
Rodolfo Anaya					

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